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NO. 4



## THE American Journal of Education.

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THE NEAREST DUTY.

I sought to do some mighty act of good,  
That I might prove how well my soul had  
striven.  
I waited, and the minutes, hours, passed.  
Yet bore no incense of my deed to heaven.  
Sad, without hope, I watched the falling rain;  
One drop alone could not refresh the tree,  
But drop on drop, till from its deepest root  
The giant oak drank life and liberty.  
Refreshed, like nature, I arose to try  
And do the duty which should nearest lie;  
And ere I knew my work was half begun,  
The noble deed I sought in vain was done.

SOME ERRORS OF GRAMMARS.

By J. L. SANBORN.

THAT the study of language constitutes an essential part of a proper elementary education, is a proposition philosophically true, and almost undisputed by intelligent men. Whether the study of English Grammar as ordinarily pursued in our schools is profitable, is another matter; but without discussing this vexed question in its whole breadth, it is the object of this article to show that there are rules or "principles" laid down as fundamental in the usual text-books, and ordinarily adopted as such in teaching, which are in part without meaning, in part erroneous. In so doing no pretence is made to originality. The facts are patent to all students of language. We shall speak only of Gender, Case and Person.

What is meant by gender? In the grammatical sense of the word, certainly not the distinction of sex. Grammar has to do with the form of words, not their meanings, so far as form and meaning are separable; but what is called gender in English nouns is a distinction in the meaning of words, and has (ordinarily) no reference to difference in form. Nouns in our language have no gender. It is true that *man* is masculine, *woman* feminine, and *stick* neuter, but they are of the masculine, feminine, or of neither sex respectively, and this is not a sufficient reason why they should be said to be of the corresponding genders. In languages having the distinction of gender, the name of male beings are not always masculine, the names of females not always feminine, and the names of inanimate things are far from being always neuter. In such languages the distinction of gender in the noun is accompanied, generally, by a corresponding distinction in the form of the modifying adjective. For instance, *der*, *die*, and *das* in German, are respectively the masculine, feminine, and neuter forms of the word that corresponds to our *the*.

If we had a similar distinction of gender, we should be obliged to translate the German "*der Mauri*," "*die Frau*," "*das Haus*," by (for instance) "*ther man*," "*the woman*," "*that house*." We should think it absurd to talk of gender of English adjectives, yet in the phrase "a good man," there is much better reason for calling "good" masculine, than for giving "man" the same title.

It should be understood distinctly that gender properly denotes, not

difference in sex, but a certain difference in the *form* of words, which does not exist in English nouns. The nearest approach we have to it is in cases where words denoting females are derived from names of males, or where both classes of names are derived from common roots, by the use of different affixes, as *priest*, *priest-ess*; *actor*, *actress*.

The obtrusion of gender into English Grammar is as great an error as it would be to say we have a separate grammatical class for abstract and concrete, general and particular, or short and long words.

Again, English nouns have only two cases, not three as is usually stated. Case is a variation in the spelling of a word (usually in the termination) to denote change of meaning, as is exemplified when we compare *boy* and *boy's*. Many languages have several cases wholly lacking in the English. For instance the only variation of the word *slave* in English (in the singular) is to the possessive form, *slaves*. The word of the same meaning in Latin, forms its cases by variations upon the root *serv*. *Serv-us* is the nominative, *serv-i* the genitive, (analogous to our possessive) *serv-um* the accusative, (partly corresponding to what would be our objective, if we had one) *serv-e* to denote address, and *serv-o* to denote a variety of relations which may be paraphrased by the words to, for, with, from, in, by. Thus in this word the Latin has five forms, or cases, where the English has but two.

Since nouns have but two cases, such rules as "the subject of the verb is put in the nominative case," and "transitive verbs govern the objective case," are incorrect. The subject and the object, if nouns, are in the *same* case, by which we do not mean, and nobody should ever mean, that they stand in the same relation to the verb, but simply that there is no variation in the form of the noun, and consequently no change in case.

These remarks are purposely confined to nouns, since several pronouns do make a distinct third case.

Quite as great a confusion of ideas exists about the subject of Person, as in regard to Gender and Case. Person is defined as indicating the distinction between the person speaking, the person (or thing) spoken to, and the person (or thing) spoken of. Here is both truth and error; at least in direct discourse the First Person does denote the speaker, and the second the person or thing addressed; but either of them may also denote the person or thing spoken of, as "He

says I am a sinner," "I was thinking about you." There is no distinction of person in the form of English nouns, and the same is true of most languages.

That distinction is of importance chiefly in the verb, and accordingly we have the rule in most grammars, "a verb agrees with its subject in number and person." Often it does not agree in either, sometimes it does in both. We conjugate, for instance:

I threw. We threw.  
You threw. You threw.  
He threw. They threw.

Here the subjects are of three persons and two numbers, but the verb is not changed. If we say it agrees with its subject in number and person in each instance, what do we mean by "agrees"? We certainly do not mean anything unless that there is a change in the verb corresponding to the change in the subject. But the verb is absolutely the same. It is one word, not six words, and its meaning is one, not six-fold. When, however, we conjugate "I am, thou art, he is," there is agreement in both number and person. But if we go on with the plural, the agreement no longer holds, for the form "are" is used in all three persons, and besides is not exclusively plural. A sweeping statement then that the verb always agrees with its subject is simply untrue. Sometimes it does, sometimes not, and the inquiry *when* it does, and *when* it does not is an interesting and profitable one for students of grammar.

These points are only a few, and perhaps not the most important of those in which the ordinary school grammars are deeply at fault. We have chosen these merely because they arise early in the study of grammar, and because they illustrate, as well as any others, the disastrous results of using words without an adequate idea of their meaning—a fault to which the makers of English grammars seem to have been prone, even beyond the rest of mankind.

CAMBRIDGE, MASS., April 20, 1872.

COLORADO SCHOOLS.—According to the Territorial School Superintendent's report, there were, in 1871, 7,742 persons of school age (between 5 and 21) in Colorado; number of pupils in the 110 public schools of the Territory, 4,357; average attendance, 2,612; number of teachers, 164—80 male and 84 female; average salary of male teachers, \$69, and of female \$54, per month; the total amount paid to teachers in 1871 was \$44,148.96.

## GEOGRAPHY.

BY FRANK A. FITZPATRICK.

THE great problem to be solved in teaching geography, and more especially what is denominated primary geography, is to determine the capacity of your pupils.

The battle is already won when the teacher has descended to the level of the pupil; and unless we fall to this level, to this point within the comprehension of our pupils, we are destined to fail in teaching not only geography, but everything.

The basis in geography is fixed and immutable; and the success of a class in this study is measured precisely by the conception which their teacher has obtained of the work before her.

Geography is a science of locality; locality is the corner-stone upon which the superstructure of geography, in all its various divisions, is to be reared; it is the solid rock which raises itself from the midst of the sandy wastes which surround it.

This is no arbitrary classification, but a legitimate and logical sequence in the growth of any and every child; as Mr. Angell remarked, in an essay in one of the late numbers of the JOURNAL, "No child living on the banks of one of our great rivers needs a sign post to tell him its name and location."

A child learns locality intuitively without any apparent effort; first, the infant learns (perhaps mechanically) the position of different articles in the room, then the location of the different rooms in the house to which it has access, and, finally, the relative position of its dwelling in contradistinction to other houses in the same neighborhood.

From this point the progress is rapid, if, living in a large city, the position of remarkable buildings, churches, school houses, railroads, machine-shops, etc., are soon added to the child's stock of information and in an incredibly short period he has acquired the *Geography* of his immediate surroundings.

But here the natural progress of the child ceases; upon entering school he is drilled into the use of technical terms which have and can have no meaning to him, and instead of building the superstructure of Geography upon the foundations already prepared, no effort is spared to create for him a new and entirely arbitrary basis.

Even the best of our primary geographies place description, productions, climate, etc., before locality, and in the great majority of instances teachers follow the text-book implicitly, and then, (when too late) they discover that the perceptions of their pupils, so far as geography is concerned, are becoming clouded instead of brightening, they break forth into cries that geography should have no place in the lower grades of our public schools.

The wonder is that the pupils understand geography at all; as it is, it takes years to teach what should and can be taught in as many quarters.

I take it, that the true way of teaching geography, is to proceed and build from the knowledge already acquired by children; and knowledge in children of that age in which the study of Geography is usually commenced is obtained, almost entirely, in a mechanical manner, that is, without any exertion of the mind.

Their geographical knowledge is a thorough acquaintance with their immediate surroundings; and this is the particular form which we should adopt in our journey towards the *general*.

This should form the nucleus of geography, and all additions to this nucleus should be firmly welded into it, in such a manner as to make the early experience of the pupil the center about which all the rest of locality is clustered.

*Outline Maps and Globes* are the implements with which this welding process is to be intensified; and, if my experience teaches me aright, the only implements with which anything like an approximation towards an insight into geography, can be attained.

In order to begin the use of maps, the only requisite is the knowledge of direction, viz: north, south, etc., and their application and position upon the map.

Now, the scholar is prepared to commence the study of geography; if living, for instance, in St. Louis, the connecting link with the outside world is the great river which flows before our doors.

Locate St. Louis upon the map, eschew all arbitrary classifications, trace the great river from its source to the Gulf; follow up in all their ramifications the great tributaries, the Missouri, Ohio, Arkansas and Tennessee.

We have now the frame-work upon which to rest, while we work up the rest of the structure; locate the great cities, St. Paul, New Orleans, Cairo, Louisville, Cincinnati, Pittsburgh, etc.

Step by step we move towards the limit of our great river basin, our two great mountain ranges rise to view and with them another classification, the Atlantic slope and Pacific slope; their natural boundaries the two oceans from whence they derive their names, and the two mountains from which their rivers flow.

On the Pacific slope, trace the course of the Columbia, Sacramento, and Colorado rivers, and locate the city of San Francisco.

On the Atlantic slope, trace the course of the Kennebec, Connecticut, Hudson, Delaware, Susquehanna, Potomac, and Savannah; locate Portland, New York, Brooklyn, Philadelphia, Baltimore, Washington, Charleston, Savannah, and Mobile.

Body forth the extent and location of the great lakes, and the great river which serves as their outlet to the sea, together with the great cities, Chicago, Milwaukee, Detroit, Cleveland, Buffalo, etc.; already we have the locality of the country thrown into such a shape that any child can grasp it.

From this stand-point, the rest of what goes to make up the geography of a country should be evolved; the names of the States, with their capitals, which are situated in each of these three divisions into which we have divided the country, together with the relative size and population of the different States and cities.

Then we take up the subject of productions, and here a new and beautiful classification offers itself. Virginia, Kentucky, and Missouri, should be made the basis of this classification, giving them the names of their great products, hemp and tobacco. Going south, we have North Carolina producing naval stores; Georgia and South Carolina, the rice producing States; Georgia, Mississippi and Alabama, the great cotton States; Louisiana, the sugar State. Going north, we have, first, the three gardening States, Maryland, Delaware, and New Jersey; the great manufacturing and commercial States, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, New Hampshire, and Maine.

The great grain States, lying further to the west and within those natural boundaries, the Ohio river and great lakes, Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, and Minnesota.

The mining States: gold—California, Colorado, Montana, Idaho; silver—Arizona and Nevada; iron—Pennsylvania, Missouri, Tennessee, and Georgia; lead—Illinois, Iowa, Wisconsin, Michigan, and Missouri; copper—Michigan and Missouri; coal—Illinois, Pennsylvania, etc.

The grazing States: Texas, Indian Territory, New Mexico, Kansas, Nebraska, Dakotah, and Vermont.

Lumber States: Minnesota, Wisconsin, Michigan, and Maine. Florida may be classified as producing tropical plants; Arkansas, Oregon, and Washington as agricultural States. This classification should be embraced in a synopsis, and written upon the blackboard, so that, at all times, it may serve as a guide and reference to the more abstract classification upon the map.

It has been my lot to test the principles here introduced, and at one time I had a class of some twenty children, whose ages varied from seven to nine, whom I verily believe obtained, during the course of a year's work, more knowledge and more definite and clearer perceptions of the geography of their country, from the use of this method, than nine-tenths of the men and women in the land.

I have endeavored here to point out some definite way of conducting these recitations, as my experience has taught me that practical application is what we most need to carry out this much needed reform.

It will be observed that I have not attempted to leave our own country in this essay, and right here I must add that I have long thought that the true province of primary geography is to teach the geography of one's own country *thoroughly* rather than to teach the geography of all countries *imperfectly*.

It is evident that we do teach primary geography imperfectly; for, if not, there would be no necessity for other and higher geographies, and *thoroughness* is the only thing that pays in these days of progression and shallowness—and an argument from a utilitarian stand-point, for at least an examination into the merits of the system offered.

## HELP ONE ANOTHER.

THIS little sentence should be written on every heart—stamped on every memory. It should be the golden rule practiced, not only in every household, but all through the world. By helping one another we not only remove thorns from the pathway, and anxiety from the mind, but we feel a sense of pleasure in our hearts, knowing we are doing a duty to a fellow-creature.

A helping hand or an encouraging word is no loss to us, yet it is a benefit to others. Who has not felt the power of a little sentence? Who has not needed the encouragement and aid of a kind friend? How

soothing, when perplexed with some task that is both mysterious and burdensome, to feel a gentle hand on the shoulder, and to hear a kind voice whispering: "Do not feel discouraged, I see your troubles, let me help you." What strength is inspired, hope created, what sweet gratitude is felt, and the great difficulty dissolves as dew beneath the sunshine.

Yes, let us help one another, by endeavoring to strengthen and encourage the weak, and lifting the burden of care from the weary and oppressed, that life may glide smoothly on, and the fount of bitterness yield sweet waters; and He whose willing hand is ever ready to aid us will reward our humble endeavors, and every good deed will be as "bread upon the waters, to return after many days," if not to us, at least to those we love.

It is essential to our growth, as individuals and as society, that we should not have certainty—that faith should be elective, and not the inevitable result of evidence acting with mechanical compulsion on the mind. It is the liability to error, and the experience of error, that furnish to human nature the topics of discipline and the means of growth.

## TEACHING MUST BE TAUGHT.

BY HATTIE N. COMINGS.

THE common schools, established originally by private enterprise for the purpose of supplying some of the more essential elements of an English education, have been lifted by successive efforts of the people, until they stand to day as the chief educating agents of all classes.

Attracted by the advantages they offer, the wealthy and the poor, the educated and the ignorant alike, send children to their open doors. This is as it should be; private, individual interest can never compete successfully with public endeavor. When the State adopted the child, born of individual growth and necessity, it did well. It was working in the line of the general safety and the well-being of the masses. But having taken the business of education upon its hands, this child of the public has certain rights and privileges, which its foster parents are bound to respect. Whatever can be proven to be of the highest good to the masses, the great law of benevolence binds the State to carry out in its plan for the development of the Public School system.

Now, since the State is but a compound unit, of which we, the people, are the individual members, helping to bear the sum total of responsibility in this matter, it is fitting that we make frequent estimates of these claims, and do our individual part in their fulfilment.

Since the world moves, and progress is an inevitable law of nature, our child has a right to demand from us, year by year, a broader basis of culture. This necessitates, on our part, a comparison of old methods and customs with new ones, a careful study of past results and present needs.

If we, to-day, as individual members of our State polity, institute an investigation of the results of past labor, and the demands of the future, our discoveries will show there is abundant need for immediate action. We shall find district after district where a large majority of persons are unable to read intelligibly a paragraph, or to write the shortest business letter, without errors of orthography and grammar—in short, have not obtained the rudiments of an education.

No rare thing would it be, to find whole communities who do not know that the United States have been for three months doing homage to the son of an emperor, and who would be unable to locate the country whose throne has been represented here.

Should we go farther and seek the causes of such ignorance on the part of a people living in a so-called enlightened land, we might sum them up something as follows: want of interest, poor laws, insufficient salaries, incompetent instructors, or lack of proper training on the part of our teachers.

The remedy for all this, from the very hydra-headedness of the evil,

might be more difficult to determine. It is by no means the work of a day or a year to open the eyes of a people to see their needs, when the only avenues are clogged with *ignorance* of those needs. It is a task demanding the strength and wisdom of a Solomon, and the cunning of a David, to inaugurate reform in our legislation liberal and broad enough to cover the demands of the time. It is useless to talk of better salaries for teachers, till teachers *thoroughly qualified* for their work, rise up and demand their right.

We cannot hope for *trained* teachers until our Normal Schools are *well-grounded* and *widely patronized*. But is not this latter a simple objective point where we may commence immediately and with effect to *apply* our remedy? And what one will be more wide-reaching in its results?

An eminent educator says: "The Normal School is the indispensable ground-work of the whole superstructure of the public school system, and of the first necessity to its efficacy and continued prosperity. It is one thing to know; another to teach. A scholar may be graduated by any of the celebrated chartered and endowed institutions of learning, with the highest honors, and yet not know the alphabet of teaching. Teaching is a science in itself, and is so recognized and treated by our public school system. Graduates of universities generally enter what are termed the 'learned professions,' or drift into affluence, ease and obscurity; but comparatively few of them ever become school teachers. Whence, then, are the teachers to come to meet the pressing throngs of humanity on the threshold of active life? They must be made. Teaching must be taught."

*The province of a Normal School is to teach to teach.* From the nature of its work, its course and method must be peculiarly its own. High schools, seminaries, and colleges educate men and women for the general business of life. The Normal School qualifies them for the *profession of an instructor.*"

Here, in a nutshell is a solution to a long chain of evils—"Teaching must be taught." Here is something tangible and effective that can be done. We can give freely of our influence and means to help establish and forward both State and County Normal Schools.

While it can be shown that good results have been attained by them already, in the way of removing the ignorance which rests like an incubus upon the masses, it must be evident to all that their best energies are yet crippled by the difficulties under which they labor, difficulties which would be removed by more commodious and comfortable buildings, proper apparatus and more teachers. These things the State as a whole—we, as individuals—have power to grant or withhold.

It will not do for us to say, "The systems of the past—the teachers of the past—will suffice for the future. We have come up under the old régime and *it* will do for our children; the problem will in time work itself out without our aid." This dogmatism and ignorance in our teachers of the past will not do for this child of our adoption—the child we call Public Education. It is entitled to, and must have, the *best* we can give it, in answer to its appeal, as we thereby help to open the most direct avenue to the people who still sit in ignorance—to whom the useful, as well as the beautiful in life, which springs from freedom of culture, is unknown?

KIRKSVILLE, MISSOURI.

## AN IMPORTANT DECISION.

WE publish the following communication in reference to the facts and decision of the case of "The Township Board of Education of Township 45, vs. Wm. H. Heath, Auditor of St. Louis county," lately decided in the general term of the St. Louis Circuit Court, which *settles the rights* of the school districts of unincorporated towns and villages; to which decision we respectfully call the attention of the various School Boards throughout the State of Missouri:

WM. D. BUTLER, Esq., Assistant Sup't St. Louis Board of Public Schools:

DEAR SIR—In compliance with your request, I forward to you a statement of the facts of the above entitled case and the judgment of the General Term of our St. Louis Co. Circuit Court, to which the judgment of the Court below was appealed by the plaintiffs.

On the 25th of August, 1868, the town of Webster Groves, St. Louis county, was duly organized into a single school district, under the provisions of Section 1, chap. 47, of the statutes of 1865. On the 19th of September following, permanent organization was made by the election of a president, secretary and treasurer. On the 28th of November the "Webster Groves School District" was duly extended, in accordance with the Legislative acts of March 17th and March 23d, 1868, and made to incorporate certain territory which prior to November 28th had been subject to the jurisdiction of the Township Board of Education of Township 45.

For three successive years subsequent to the above extension, plats of school district territory were returned to the County Auditor for the assessment of school taxes by both the "Webster Groves District" and by the Township Board, which plats in all particulars conformed to the "extension," as made on the 28th of November, 1868, and in accordance therewith taxes were levied and collected.

On the 19th of October, 1871, the Township Board of Education filed a petition in the Circuit Court of St.

Louis, praying for a writ of mandamus to compel the County Auditor to assess and levy school taxes upon the annexed territory of the Webster Groves district for the benefit of the Township Board of Education, claiming that the annexation of the disputed territory by the Webster Groves district was illegal and void, and that Webster Groves not being an *incorporated* town could not avail itself of the benefits of the acts of March 17 and 23.

Upon these points the defendant took issue, and claimed: 1st, That, inasmuch as a plat of the town of Webster Groves had been duly filed and recorded in the recorder's office of St. Louis county prior to its organization as a school district, it became competent for said town, under the act of March 17th, to so organize itself independent of any action on the part of the Township Board of Education.

2nd, That by the act of March 17th the town of Webster Groves was, in reference to its school interests, vested with all the rights, powers, and immunities which, by sec. 1, chap. 47 of the statutes of 1865, were conferred upon incorporated cities, towns, and villages, and that to all the purposes and intents of the school laws, the one was as much of a corporation as the other.

3d, That the foregoing propositions being true, the Webster Groves school district, as organized under section 1, chap. 37, statutes 1865, and the amending act of March 17, 1868, became vested, by the act of March 23, 1868, with the power of extending its school limits, subject to the limitations set forth in the last mentioned act.

The case having been argued at length, and submitted for decision, the Court (Judge E. Lindley sitting) gave judgment for respondent, and denied the writ of mandamus prayed for; from which judgment the plaintiffs appealed to the General Term, whereupon hearing an argument the theory of respondent was sustained, and the judgment of the Court below affirmed.

While the decision of this case is not binding upon the inferior courts of the various counties of the State, still it affords a valuable precedent in guiding the action of unincorporated towns and villages, and in setting to rest a vexed and constantly recurring question.

I am, sir, very respectfully your obedient servant,

CHARLES E. PEARCE.  
Atty for Resp't.

THE Harpers have reprinted—the two volumes in one—"Reading without Tears," that well-known series of picture alphabets, easy phrases, sentences and stories, with wee pictures, which is one of the favorite royal roads to learning. It is in a neat, square 16mo, at a low price.

AN industrious and virtuous education of children is a better inheritance for them than a great estate.

## THE AMERICAN JOURNAL OF EDUCATION.

### IMPORTANCE OF EDUCATION IN OUTWARD ACCOMPLISHMENTS.

[The following article is a continuation of Trentowski's "Introduction to Pedagogics," of which four portions have been before printed in this Journal. The translation is by Prof. Podbielski.—W. T. H.]

**A**S long as the human deity is in *potentia*, nation and humanity, the divine world and God, dream in us lifeless; dream as the thought of the sculptor in bas-relief. When we ripen in our self-hood, and feel within ourselves the stir of the heaven within us, then awaken nation and humanity, the divine world and God in us, with all omnipotence; the statue of Niobe begins to live; Hercules proceeds mysteriously from the stone of Deucalion; freedom flashes as lightning; man becomes half-god. A great power breathes in us, for it is the omnipotence of God in its reverberation—the omnipotence of nature and spirit in the flower of development! Our will is like the power of God himself, especially when we work ourselves into the focus of the wishes and feelings of the nation; when we concentrate in us the desire for progress of all humanity; when we guess the thought of Him who weaves the historical threads, and ties up the future with the past. Our word can move millions and give a desirable form to the world! Who lives, for the whole, in him the power of the whole gathers up, concentrates itself and becomes his focus. The rays of light, warmth, and of force, ray out from him, as from the sun of the whole. A great man is a wonder to others. Why? He is in his majority, they are children! Nothing is wanted to common men, save the sincere wish to awake all their faculties and divine powers, save courage and self-devotion for others, and renunciation of the sweet cakes that are earthly and fit food for worms, such as money, distinction, titles, and all vanities of this world. Such renunciation is in their power. Let each one fill to the brim his self-hood with *nation, humanity and God*, and full of confidence in himself exclaim; let there be light, and light shall be. Man will be capable of all when he learns to wish for what is God's will.

What is pedagogics, then, in view of these considerations? It is the science of becoming God-man on the earth; of giving an omnipotent hand to one's native land, to suffering humanity, and to despairing neighbors; of making heaven to descend into this valley tormented by hell; and of affirming thereon as soon as possible God's kingdom. It is the science of the human apotheosis—of our union with God—of the concentration in us of our entire nation and of humanity; it is the science of bringing up youth to holiness, liberty, virtue, spontaneity, truth, in a word, to godliness in man; of extracting virgin gold out of the

mines of his self-hood; of transforming the animal selfhood into the majesty that is worthy of having altars raised to it. Thence it follows, that this science can be useful, not only to parents, teachers, and tutors of children, but to all men without exception. It is the illuminating torch of wisdom from heaven, on the dark road of our life, upon which we run to the final mark of our destiny; it is one fragment of the philosophy of man, which awakens curiosity in each man, and to each hands the divine fruits of the tree of the experience of our race.

The purpose of pedagogics is an elevated one, and its labor truly that of a giant. By what means, then, will it be able to reach its end? The child, as a dreaming deity, but capable of awaking, needs education, instruction, and enlightenment. Education, instruction, and enlightenment, then, are the means to the end in question. We shall devote some words to each of these pedagogical powers.

Education is, if I may say so, the spring-breath of humanity, blowing softly and delightfully around the youth; it is a dew strengthening the flower, and pouring a mysterious force of growth thereunto. The good education may succeed, in the parents' house alone, in this earthly paradise, only under the eye of God and his angels, who are father, mother, and tutor. Each child is a new-born Adam, or a new-born Eve; it wants, then, paradise and godly protection. If it fell into the jaws of hell; if the demons watching it are Satan's family; woe to it, woe! Parents are to the child its model of perfection, its holy ideal. Their impiety, savagery, malice, stupidity, affectation; or their piety, mildness, justice, wisdom, in a word, their good or bad qualities, morals and customs, pass to the child as a heritage. The parents' house is the whole world for a minor heavenly being; the moral atmosphere of this house becomes to him an element, the oxygen where-with its blood is nourished and redened, and it changed into body, spirit and temporal selfhood. Great is the power of first impressions, for they grow into the substance of the child, like the traces of a gash cut into the young tree. The smaller the child is, the greater the impressibility and durability of the impressions received.

Education, then, is found exclusively in the hands of the holy or wicked penates, in the hands of father, mother, nurse and servants; it is the Egyptian granite rock, whereupon the future pyramid of Fatherland and humanity will stand. The well educated man is, notwithstanding even the want of high abilities, the whole of his life well educated; he enters boldly into the best societies, swims therein with ease, as a nimble golden trout in its common water, or as a swallow in the air, and he does not need to blush before people of refinement, feeling his own awkwardness.

He is like the jasamine, beautiful, whether in the garden of a king or in that of the peasant; whether in a porcelain flower pot, or amidst the fields. A moral fragrance surrounds him, hence he is a desirable guest wheresoever he enters. Everywhere the graces accompany him, and subdue all hearts, though he utters not a single word. He seems to proceed from a nobler blood, and to possess a better body. What beauty of face, or tasteful dress is to the outward man, a good education is to the inward man. Good education is the seven colors' splendor of the rainbow beaming around a divine being, and securing to him human worship. Whoever lacks it, though he were the greatest genius, though the muses and goddesses of Olympus should lead him by the hand, he will not be able to hide this deficiency; he will not be able to conquer, with the whole omnipotence of his will, what he lost forever in the parental Eden, without his own guilt. If he desires to pass by force for a well educated man, and imitates such a man in everything, he becomes a laughable and awkward baboon. Education can be acquired only in the time of childhood. Whether it is good or bad, it transforms itself into a second nature; an experienced judge sees at a glance whether the person approaching for the first time, was educated in a palace, tavern, hut, or a manufactory. As our education is, so we present ourselves among people; and as we appear, so also are we received, at least, in the first moments, before they know more definitely our virtues. Education is the brilliancy of the star of self-hood, the color of the flower of a being, the gold of a deity, the atmosphere of heaven surrounding us; it forms both body and spirit, or the entire self-hood; but it relates especially to body, and therefore it is pedagogical affirmation, and pedagogical reality, or the ground-work of accomplishment. The inward side of education is well understood. We assert him to be better educated, who, though unable to bow gracefully, honors human dignity, even in the criminal, and who will offer no one the indignity of a proud look, nor break the heart of anybody by a cold, satanic word; but who, on the contrary, shows every moment delicacy in his moral feelings—we assert him to be better educated than that illustrious lord, who, though he may be an ornament of saloons, slaps in the face his footman, pulls the beards of Jews, and knocks down his innocent, well-deserving peasants. Nevertheless, we distinguish education from instruction and enlightenment, wishing to represent it in a sharp contrast to them. In this connection it is the outward culture of behavior; for instance, the graceful appearance of body, pleasant manners in conversation, a gift to please everybody, a certain mode of behavior when desiring something, a form

of preference of others to one's self, etc.; all this is especially the end of education. To accomplish such an outward culture properly is difficult. But the ways thereto are: Gymnastic exercises, dancing, the careful composure of the movements of all members of the body, the awakening of the feeling of decency, in a word, the whole magnificence and courtliness, whose temple is a drawing-room adorned in scarlet. Education, however, does not consist in breeding or training alone. We train cattle and horses, but we educate men. Education is properly an adornment of the human image of the divine in the charms of graces, and it is the property of man alone. In the face of this truth, many parents bring up, or train children in external accomplishments alone, imagining that it is a good education. In all countries good education is the same. Well-educated in Poland, he is well-educated in France, England and elsewhere. Good education being the fruit of civilization, it is unknown among half savage peoples. A town, or a village, where we meet with no trace of good education, is a lair of two-footed wolves and bears. In order, therefore, to educate children well, one must select an ideal of Olympus, full of gods and goddesses, and take also for a model, better societies, truly accomplished, and knowing how to surround themselves with the glory of divine beings.

### MISSOURI MEDICAL COLLEGE.

THE degree of M.D. was this year conferred by this institution upon forty candidates, and the honorary degree upon Drs. Edward Montgomery and J. B. Johnson, of St. Louis; Dr. John F. Sanford, of Keokuk, and Prof. Gustav Heinrich, of the University of Iowa.

The Professor of Chemistry, Dr. Curtman, and of Surgery, Dr. Lankford, had examinations of the class, by committee, for prizes which each of these gentlemen had offered.

The annual meeting of the Alumni Association of the College took place immediately after the delivery of the valedictory address by Dr. Anderson, Professor of Anatomy. The following were elected officers for the ensuing year: President, Dr. G. M. B. Maugs; Vice-President, Dr. W. S. Edgar; Secretary, Dr. H. Tuholtske; Treasurer, Dr. L. P. Pollman. The annual address was then delivered by Prof. John S. Moore, and for the most part consisted of reminiscences of the College. It was able and full of humor, and was applauded throughout.

The preparatory, or summer, course of lectures, under the auspices of the College, will begin the first of April and continue three months. It offers many peculiar advantages. Fee \$25.

It gives us much pleasure to note the increasing prosperity of this old and excellent institution. The number of students attending lectures this year has been more than doubled.

## MISSOURI.

THOSE who knew the present Superintendent of Public Schools for this State before he was called to that office, have entertained most sanguine expectations of his success. Coming fresh from pursuits far removed from any associations with the details of that work, he yet brought to his task a cultivated and thoroughly trained intellect, habits of industry, and an uncompromising faith in the public school system. With these advantages, his freshness to the work became another, and the greatest of them all.

To have entered on his duties free from the entanglements of all the rings with which the office had been beset, and with his pathway free from the ruts into which professional educators are so apt to run, was an advantage more than sufficient to outweigh the disadvantage of succeeding the lamented Ira Divoll, whose unexpired term he was called to fulfil.

Mr. Montieth's friends have not been disappointed. He has taken hold of his work with a vigor and energy, and intelligent comprehension of its scope and purpose, that has fairly startled the people of Missouri. Dealing but little with the ordinary themes of educators, the methods of teaching the various branches of study, and the humdrum topics that have been worn threadbare in teachers' institutes, and addressing himself comparatively little to teachers directly, Mr. Montieth's efforts thus far have been to reach the people themselves, the patrons and supporters of the public schools, to kindle in them his own enthusiasm, and to bring about a wide spread pentecostal revival of the work.

We have ourselves been witness on several occasions to his success in the Congressional District Convention he has inaugurated. When

"Those who came to scoff remained,"—if not "to pray," certainly to pledge themselves to hearty co-operation in the public school cause.

Mr. Montieth's report is what might be expected from such a man; sharp, clear, incisive, dealing directly with practical issues, such as his experience has already shown to be vital. Should any of his suggestions or recommendations seem impracticable, we know so well his mobility of character that we doubt not that any opinion which his longer experience shall show to be erroneous he will promptly abandon.

Indicating the difficulty of furnishing a complete exhibit of the condition of education in the State, the Superintendent says: "The

CLUMSY AND COMPLICATED MACHINERY of our system first stands in the way. The sub-district directors must make their reports to a township clerk, and this officer, in his turn, must report to the county superintendent, and this last official to the State Superintendent.

In all the counties which have been slow to make returns, the reason of the failure has been ascribed to the township clerks.

If for no other reason than to facilitate a thorough and speedy rendering of annual statements, it would be well to banish from our machinery this cumbersome appendage of the township board.

## COST OF THE SCHOOLS.

The total amount of money raised for school purposes during the year, including teachers' wages, school buildings and incidental expenses, is \$1,687,573. Of this total, \$346,256 arise from interest on county and township funds, and \$1,001,750 are produced by direct tax. The rate of tax has been seventeen mills on the dollar, estimating the taxable property of the State at \$575,000,000. The rate of tax for teachers' wages, as nearly as the ambiguity of some parts of the financial reports enable me to determine, is a little less than nine mills on the dollar. The average length of time the schools have been kept is four and a half months. The average cost per scholar in attendance for each month is less than \$1.25. \* \* \* \* The attention of the State should be turned to the recovery, and proper care and investment, of the county and township school endowment, rather than to the diminishing of the present rate of taxation for school purposes.

In the brief space we are able to give to this report, we cannot find room to quote it largely as we should be glad to do, or to touch on many of the points so vigorously handled. The topics of "Teachers," "Institutes," "Methods of Teaching," "Certificates," "School Houses," "Vocal Music," "Libraries," and many others have their due share of attention. On "Normal Schools" and on "The University," the report is particularly full. Regarding the

## BUSINESS OF THE NORMAL SCHOOLS.

Our common district schools in the country are suffering for the want of improved teachers.

Not less than two thousand good primary school teachers can find employment, nay, are demanded by the State, in addition to those who, at the present time, make out to pass muster.

It is the manifest duty of our Normal Schools to aim at the supply of this demand. They must be able to take the applicant who is passably possessed of the time-honored trio, "reading, writing and ciphering," and give him, in the shortest possible time, an acquaintance with the best methods of teaching—how to read, write and cipher.

## A plan for

MIGRATORY NORMAL SCHOOLS is suggested, which seems well calculated to meet the wants of many States besides Missouri.

## THE STATE UNIVERSITY.

Our public school system will be incomplete without a grand school for higher education, with its family of professional colleges standing at the head of the system.

The State University should stand just above our highest high school. All the high schools of the State should be its constant yearly feeders. Now the University is simply connected, by law, with the county courts, not with the schools. If these arbiters succeed as well in pronouncing on the qualifications of young men for the University as they succeed in caring for the county school funds, the alliance must be a brilliant one.

## The vexed question of

## THE BIBLE IN SCHOOLS

is discussed from a stand-point far removed on either hand from partisanship, and this is the conclusion: "The reading of the Bible in the schools is founded

in no priority of right inhering either in the nature of the schools or in any party helping to support the school, and that the practice is only expedient in those communities where no objectors are found. And those who sacredly reverence the Bible may as well rest in the conclusion that the object of our reverence is not necessarily "trampled under foot," because its use is quietly withdrawn from places where it is objected to. And, finally, if the public school is not the place where the religious use of the Bible may be insisted upon, so, equally, is it not the place where any insidious instruction, reflecting upon the Bible of any sect, or the usages of any sect, is to be tolerated.

We hope the report will be widely read. It is creditable to its author and to the State of Missouri, and will help the Public School cause at home, as well as the reputation of the State abroad.

## WASHINGTON UNIVERSITY.

FROM the inaugural address delivered by Chancellor Eliot before the government and alumni of Washington University, Feb. 29th, we note the following interesting extracts to show something of scope and design. Dr. Eliot said:

Washington University, in its antetypal idea, prefigures an institution worthy of the great name it bears; a name which is the symbol of Christian civilization and American patriotism, and to which, therefore, no thought of sectarian narrowness or of party strife can ever be attached; an institution of learning, at once conservative and progressive, with foundations so broad that there is room for every department of human culture, and so deep that neither praise nor blame shall shake its allegiance to truth. We would found a university so strong in its faculty of instruction, so generous in its ideas, so thoroughly provided with all facilities of education, so hospitable to all comers and so rich in its benefactions conferred, that it should gather round itself a constituency of learning and science and give tone to the educational movement of the region in which we live. We would found a university so widely acknowledged in its influence that St. Louis and Missouri should be honored throughout the world by its being established here; and the best class of citizens from all parts of the land, the intelligent, the enterprising, the philanthropic, the skilled laborer and artist, men of wealth and men of intellect, the true bone and sinew, the nerve, power and brain and controlling will of the republic, should be attracted here to find a favored home.

## THE DUTY OF AN AMERICAN UNIVERSITY.

We recognize the duty of an American University to address itself to the everyday working world of a republic where every man is a sovereign, by opening its doors as wide as possible to every one, male or female, who can find time and disposition, if it be but for a few hours a week in the long winter evenings, or by occasional consultation with competent teachers appointed for the purpose. Thus, the best educated mind of the university world should be brought into immediate contact with the practical organization of the working world, to the advantage of both. Thus, the conventional wall of separation between working men of the hand and working men of the head may be thrown down. The fancied pre-eminence of the learned professions would disappear. A good education would gradually come to be recognized as a necessity in the training of every

young man, whether for intellectual or mechanical pursuits. We believe that this is not the age or country, certainly not in this valley of the West, for the great activities of intellectual culture to keep aloof from the common mind. The University should be the leaven to act with creative and purifying power until the whole mass is leavened. Such has been and is our aim. Almost the earliest directions of our thoughts was towards the industrial interests. The O'Fallon Polytechnic Institute, organized with reference to the working classes, was established before the collegiate and literary departments, and has but recently been developed into its higher legitimate work of an advanced scientific school. We hope never to lose this feature of our institution, but, as we acquire greater strength, to offer the instruction of our physical and chemical laboratories and of our School of Art and Design more and more freely to all teachers, both of public and private schools; to mechanics and manufacturers, and to that large class of intelligent women, who, without seeking for notoriety, desire, by useful employment, to secure to themselves the means of usefulness and of independent self-support.

## AN ENCOURAGING STATEMENT.

In the last educational report of Commissioner John Eaton, jr., a most encouraging statement is given of gifts to educational institutions by private citizens during the last year. In all it amounts to nearly nine millions of dollars. In California, \$2,000,000; in Connecticut, \$846,000, of which Yale College receives nearly half; in Indiana, \$7,000; in Illinois, \$391,000; in Massachusetts, \$2,502,000, of which Harvard receives \$460,000; in New Hampshire, \$168,000; in New Jersey, \$324,000; in New York, \$765,000; in Pennsylvania, \$312,000; in Missouri, \$230,000, all of which was for Washington University. Of these individual donations, two were of \$1,000,000 or over; twenty-three were of \$100,000 and over; eleven of 25,000 and over. Is not that a more than princely array of figures? And may not the future do as well?

Everything incites us to continued and increasing effort. Our charter is broad and strong, conferring all the privileges and establishing us in all the rights upon which success depends. We are in the heart of a region unequalled in natural advantages of every kind, and which must soon be, if not already, the controlling power of the Union. We are in a city which, in the face of many difficulties, has added more to its population and wealth during the last thirty years than any other city west of the mountains. For thirty-seven years it has regularly doubled upon itself every six and a half years, and we safely predict that before the close of the present decade it will have doubled, both in strength and numbers, again. That is St. Louis. It is no place for small things. "Noblesse oblige." We are under a necessity of doing our work well.

MISSOURI SCHOOL LAW.—Up to date of going to press no change in the School Law has been made. Should any be made, the State Superintendent has made arrangements to have County Superintendents, and the Press, throughout the State informed at once.

THE wonderful success attending the sale of Hotze's First Lessons in Physics is unparalleled in the history of book making, three editions having been sold in four months after its first appearance. This book is destined as a pioneer in remoulding our present system of teaching, and should be examined by every teacher and school officer. Any teacher sending fifteen cents to prepay postage will receive a copy gratis. This offer is limited to thirty days from April 1st. Address Hendricks, Chittenden & Co., 204 North Fifth street, St. Louis, Mo.

THE AMERICAN

**Journal of Education.**

J. B. MERWIN ..... Editor.

ST. LOUIS, MO., APRIL, : : : 1872.

**10,000 CIRCULATION.**

**W**E certainly have no reason to complain of our friends who have interested themselves in increasing our circulation. They seem to be satisfied that they get the worth of their money, in the paper itself, and again in the premiums given.

In fact, both teachers and school officers write frequently that a *single number* is worth more to them than a year's subscription. We are pleased to receive these frequent testimonials of its value, but we are determined to make *The American Journal of Education* a stronger, better, and a still more effective and practical paper, in all its main features.

We were the first to issue an Educational Journal in which the duties and interests of local school officers received special attention.

We were the first to issue an Educational Journal advocating the claims of teachers for better and prompter pay.

We were the first to publish original cuts and plans for improved School buildings.

We were the first to offer a Webster's Unabridged Dictionary as a premium for twelve subscribers.

Instead of 10,000 circulation we want 20,000. We have never asked a person to subscribe or pay for this paper in these columns. We have simply stated what premiums we would give, and the subscribers have poured in upon us from every State and Territory in the Union. We shall cheerfully make room for ten thousand more subscribers, and fill all orders for clubs promptly.

Those who doubt whether a live, practical paper will pay, if conducted on liberal principles, will have their doubts removed by reading what the R. P. Studley Printing Company have to say in regard to the circulation of this Journal.

Office of THE R. P. STUDLEY CO.,  
ST. LOUIS, Mo., March 26, 1872.

J. B. MERWIN, *Editor and Publisher of the American Journal of Education:*

Dear Sir:—We respond with pleasure to your request for a statement of the circulation of your paper.

We printed three thousand copies of the first issue, and gradually increased the edition, as our books will show, to five thousand, and then to six thousand, and then to eight and

nine thousand. The regular editions *printed, delivered, and paid for* have been 10,000 copies of each issue for some time past.

We think you deserve, and hope your success in the future will exceed that of the past.

Yours respectfully,  
R. P. STUDLEY CO.

That tells the story. Who will take the next premium of Webster's Unabridged Dictionary for twelve subscribers.

**HEAVY TAXES.**

**A**S the various school reports are published from time to time during the year, there is, perhaps, no page of them to which a large number of the public turn so quickly as to that of numerical statistics, stating the money it costs to educate the children; and when a man finds his taxes heavy, and when, moreover, he has only one child, or perhaps none, while his poor neighbor has eight or ten, it is not unreasonable for him to ask, "Why should I pay for the education of other people's children?" We say that this question does not at first sight seem unreasonable, and yet we never find this same man asking, "Why should I be taxed to have one street lighted at night when I live on another;" or "Why should I be taxed to support a fire engine and company five squares off;" or "Why should I pay county taxes to build a bridge, or improve a road, on which I never expect to ride;" or more forcibly, "Why must I expend my hardly earned money for the erection of a jail in which I never expect to reside?" He does not ask these questions, because he knows that a city in which any street is left in utter darkness at night would soon earn a reputation as a city of refuge for highway robbers, burglars, and other members of society no less undesirable; and he does not complain of the portion of his taxes which goes to support the engine, because he knows that if his dwelling or store were on fire or in danger, that engine, though so far from him at present, would be one of the many which would be on the spot, and which, working together, might save for him the fruits of many years' patient labor; and the bridge and a good road enable others to bring produce to his store. He does not complain of this tax, because he knows that in paying out money for these objects he is in reality increasing the value of every dollar which he retains. What would be the value of real estate in a county without roads and bridges, or in a city without gas-lights and fire engines? What merchants would seek such a place for trade? If the taxes for these and kindred purposes were discontinued, he knows that, though he kept in his pocket the money that he had formerly paid out,

he would in reality be poorer and not richer by the change. He does not pay it out now through any impulse of benevolence or because forced to do so, but for his own interest, and willingly.

But when he reads the statistical tables of the school reports, he asks, "Why should I be forced to educate other people's children?"

Now no fact has been more satisfactorily proved lately by the statistics gathered in prisons, jails, and reformatories than that their inmates are derived chiefly from the uneducated classes, and this for three reasons: The ignorant man has no resources for amusement except those which appeal to the senses, while he who is educated has many paths of recreation open to him. The ignorant man seeks his amusement, then, in strong drink, at the gambling table, or in other haunts even more debasing, and under the influence of the passions there engendered, and stimulated into mastery over the will, a large per centage of all crimes are committed. Or, secondly, because he is ignorant he finds himself debarred from the most profitable employments and sometimes thrown out of employment altogether, and want of something better to do often leads to the commission of crime, which would have been otherwise unthought of. Or, thirdly, because of his ignorance he does not see that he is only a component part of the society in which he finds himself, and does not realize that he could not do a more unprofitable thing for himself than to injure another, and so tries to gain money by unlawful means. The result is that society finds it necessary for its own safety to shut him out of the reach of temptation. But it cannot take his life, and consequently he must be supported free by society, and as he does not like to be restrained of his liberty, it becomes necessary to build the house we give him to live in very strongly, and to have many guards.

How much does it cost to support all the jails and prisons, to carry on all the police and criminal courts? On an average how much does one criminal cost per year to society, in his detection, arrest, trial, and board and lodging afterwards? Would it be more or less than the small sum per year which it would have cost to educate him into an intelligent and honest man? Yet we hear no one say, "I do not see why I should be taxed to take care of other people who will not keep the laws."

To prevent is often cheaper than to cure. It is cheaper to keep out of trouble than to get out of it. Even if we leave out of view the consideration of the crimes which uneducated children are almost sure to commit after they grow to be men and women, and look merely at the children of the present, possibly it would cost less to pay for the tuition of my neighbor's child, than to repair the hinges of my gate, which he has made

useless by swinging on it; to pay the glazier's bill for broken glass, and to rebuild and newly paint my fence which he has torn down and defaced.

The house owner who finds his house unrented for months because of the neighborhood of unoccupied, noisy and mischievous boys, may perhaps sigh for a truant law to force them into a school, where they will be taken care of and educated into something better than mischief.

But every criminal is a double loss to society—first, in the evil he commits; and, second, in the good he does not do. By his violation of law he renders my property more insecure, and consequently less desirable and of less value; and, secondly, by not adding to the sum total of productive industry in the community, the property fails to rise in value as it would by his intelligent labor. I lose just as much the interest of the money I keep in my pocket, as if I threw away a sum equal to its interest for the time during which I keep it unoccupied.

Viewed in this light the question which seemed to us not unreasonable at first sight, viz.: "Why should I pay my money for the education of other people's children?" takes on a different form, and seems to read thus: "Why should I pay money to improve my own property, so that it may pay me a higher rate of interest?" and this question does not seem quite so reasonable. It may be that we have not investigated this subject of taxation for school purposes in all its lights, and on all sides.

**DAILY NEWS IN THE SCHOOL ROOM.**

**T**HAT there are yet some defects in our modes of instruction the warmest friends of our public school system will not pretend to deny. And these very facts—the defects and our admission of them—are diligently sought after and loudly proclaimed by the enemies of popular education. How most successfully and completely to supplement these, and make our school-room instruction, what it should be—an easy and a pleasant introduction to those sterner duties and realities of life soon to follow—is a matter of serious concern to all interested in the success of our scheme for promoting general intelligence among our people.

The tendency of all attempts to educate has been hitherto to isolate the student, and keep him as far as possible from all contact with the actual world around; and this tendency has been so potent in its operation, that its bad effects have been formulated in the common expression, "Scholars are seldom practical men." Now, this tendency is not necessarily incident to scholarship, but it is inevitable when scholarship is made so exclusive.

Is it enough, then, that we recognize these defects, and simply deprecate their existence? Should we not earnestly set ourselves to work to

effect a change—a radical change, if need be—in the present order of things; a change which will bring into closer sympathy our whole system of primary education and our actual experiences of every-day life? We shall thus tone down the present abrupt transition from the duties of the school-room to the duties of citizenship, by cultivating those habits of thought which each individual scholar's future contact with mankind will bring into constant requisition.

No theory of education can adequately meet the main purposes of its mission, unless it shall first clearly comprehend the nature of its mission, and thoroughly possess itself of the very best means of effecting those purposes.

If this view of the subject is a sound one, and we think no one will dispute it, we may next inquire: What is the scope or purpose of this wide-spread attempt to educate the people; and what methods of instruction shall we pursue with greatest assurance of success in our undertaking? A careful survey of the primary and fundamental conception underlying this theory of popular education must satisfy us that a thorough education of the great masses of children attending our public schools was never contemplated by any one. They furnish the means of acquiring the elements of an education, and beyond this very few of our pupils attempt to go.

To meet the imperative needs of these masses is, then, the purpose of our public schools—to give the pupils attending them so much, and *such*, instruction as shall best fit them for good business men and good citizenship. To accomplish this, each pupil must identify himself, and become thoroughly imbued with the spirit of the age in which he lives. How can he do this if he is allowed to fall behind, instead of being obliged to keep abreast, the age?

Now, not only the best, but the only exponent of his time is the newspaper; and the only effectual expedient for bridging over the wide gap which separates the student life from a business life, is the habit of daily contact with the world through the newspaper.

#### COUNTY NORMAL SCHOOLS.

WE are glad to observe that several county normal schools are to be started and kept up during the summer vacation.

Great good will be accomplished by these gatherings, and it is possible that so much of practical value will be developed that measures will be taken to organize them upon a more permanent basis.

The Congressional District Institutes, organized by Superintendent Monteith, of this State, are being followed by similar organizations in other States, as the people begin to realize that we need *trained* teachers to conduct our schools as much as we need trained lawyers, or doctors, or ministers.

#### WHEN AND HOW.

OUR school law in Missouri defines just *when* the three school directors are to be elected, and just *how* they are to be elected. These provisions should be strictly complied with, that the election may be a legal one. Sec. 2d says:

"The qualified voters in each sub-district in the various townships of this State, shall meet at two o'clock, P. M., on the second Saturday of April, in each year. Such meeting to be at the school house in each sub-district, and if there be no school house, at some place designated by the Board of Directors, due notice of which shall be given, as prescribed for special meetings; who, when thus assembled, shall organize by the appointment of a chairman and secretary, and proceed to elect, by ballot, three school directors, who shall hold their office for the period of one year, and until their successors are elected and qualified. It shall be the duty of the chairman and secretary to keep a record of the proceedings, and deliver the same attested by their signature, to the directors thus elected, who shall enter the same on the records of the sub-district and forward a certified copy thereof to the clerk of the township.

#### WHAT THEY ARE TO DO.

After the people have elected the school directors, and we hope that those who have proved to be efficient in the past will be re-elected, we find that Sec. 3 says:

"The said directors, within five days after their election, shall take an oath to faithfully and impartially discharge the duties of their office, which oath the directors are authorized to administer to each other; and in case a vacancy shall occur in the office of director, by death, resignation, refusal to serve, or otherwise, it shall be the duty of the township clerk to fill such vacancy within ten days after being informed thereof, by the appointment of some suitable person, who shall hold his office until the time of the next annual meeting, when a director shall be elected in the manner prescribed in section two of this act."

We do not see any reason why we should not have in this State, a system of schools equal to that in any other, a system which will draw *tens of thousands* of people here to settle who have been carefully canvassing the question whether they would stop in Missouri or go on to Kansas.

Our railroad facilities and markets are improving constantly, so as to bring buyers to the door of every producer in the State with the *cash* and good prices for everything our people have to sell.

#### STATE SUPERINTENDENT.

*Editor American Journal of Education:*  
DEAR SIR: Please state in the *American Journal of Education* whether or not we will elect a State Superintend't of Public Schools this fall. I have held that we will elect this year; others say Mr. Monteith will, according to the constitution, hold the office until 1875.

By answering you will much oblige,  
Yours truly, L. H. H.  
ST. CHARLES, Mo., March 20th, 1872.

[The last election for State Superintendent was held in 1870, Mr. Divoll entering upon his duties Jan. 1st, 1871. His term would have expired in four years. In consequence of his death, the present Superintendent was appointed to fill the unexpired term, and consequently will remain in office until Jan. 1st, 1875. The constitution and the statute are both explicit on this point, the former prescribing the term of office to be four years, and the latter fixing the years in which elections are to be held—"1866, and every four years thereafter."—Ed.]

#### NO TIME TO BE LOST.

THE eighth of April is a day fraught with vast consequences to the State of Missouri in view of the fact that on that day 20,000 School Directors are to be chosen. These directors are to manage 7,000 schools; they are to employ 7,000 teachers; to direct the education of 300,000 children, leaving 300,000 unprovided for. They will expend about \$2,000,000 of the people's money.

Voters of Missouri, have you duly considered the importance of this election? Do you realize that these directors are to select teachers for *your* children? Do you realize how much depends upon the teacher? If he is in every respect such an one as you desire, your children will make progress in mental discipline and moral culture, in good manners and good habits; but if you have a poor teacher, all these benefits will be lost to them—their schooling will be more than thrown away.

On the 8th of April your votes will tell what sort of School Directors you prefer. You can choose competent, intelligent men, who will employ none but good teachers, and the schools will be good. On the other hand, if you elect men who are incompetent or indifferent, men who will employ the cheapest teachers—the schools will be a farce, your money will be lost, your children will contract loose, irregular habits, which it will require years of toil to correct.

How immense the amount of good that will accrue to the State and to the cause of education by selecting competent directors; how heavy the loss that will come from the selection of incompetent or indifferent persons!

In view of all the vast interests involved, may we not hope that no district will disgrace itself by electing ignorant or indifferent men; but that the directors to be selected will rank among the most intelligent citizens of the State—that they will be men of good sound practical sense, who feel a deep interest in the cause of education, and are willing to spend time and efforts for the advancement of the schools under their charge?

On the matter of

#### ESTIMATES

we have said in previous issues that "every necessary item should be included, but whatever else you neglect, do not forget to make a liberal estimate for teachers' salaries. If you wish to secure good teachers, you must pay them liberally and punctually. Their salaries should be paid promptly at the end of each month."

The law is specific and plain in regard to the *duties* of school directors, and we hope it will be complied with to the letter this year. On this point Sec. 14 says:

It shall be the duty of the directors in each sub-district, on or before the third Saturday in April of each year, to forward to the township clerk an estimate of the amount of funds necessary to sustain the schools in their respective districts for a period of not less than four or not more than six months, and to discharge any indebtedness caused by insufficiency of previous estimates; in such estimates stating clearly the amount deemed requisite for each and every item of expense, and in case the directors in any sub-district shall fail to take and return the enumeration aforesaid and the estimate required by this section, it shall be the duty of the township clerk to employ a competent person to take such enumeration and make such estimate, and to allow such person a reasonable compensation for his services out of the funds of the sub-district.

The following is also the form prescribed by law for the

#### "ESTIMATE OF SCHOOL EXPENSES."

To ——, township clerk of township No. ——, range No. ——, county of ——, State of Missouri:

The following is an estimate of the expenses for the support of the public school in sub-district No. ——, in said township during the present school year:

	Dollars.	Cents.
To discharge indebtedness (if any) of subdistricts .....		
For the purchase of school house site .....		
For building of school house and out houses .....		
For teachers' wages during the year .....		
For repairs on school house and premises .....		
For purchase of school furniture .....		
For fuel, etc. ....		
For the purchase of apparatus, etc. ....		
For rent of school rooms .....		
For contingent fund .....		
Total expenses .....		

We do hereby certify that the foregoing is a correct estimate of expenses for the support of the public school in subdistrict No. ——, township No. ——, county of ——, and State of Missouri.

Dated this ——, day of ——, 18—.

———, ——, ——, } Directors.

**Our Young Folk's Department.****MAKE HOME PLEASANT.**

THIS is a duty parents too often neglect, and at the same time one that brings with its performance the swiftest reward. The active life on the farm, or in the office or counting room, in the kitchen or nursery, as well as the school life, has so much in it of tameness and dullness, that the home hours may well be spared for recreation by both parents and children. To make these hours cheerful and happy, all may alike contribute. Flowers, and books, and pictures, and embellishments of every kind to please the senses, need to be cherished. And those recreations of a quiet kind, that sharpen the wits, stimulate the curiosity, provoke research, and establish intimate social intercourse between the members of a family, are among the surest means of culture.

We think our juvenile readers, of whom we hope there are some, would be delighted with "*The American Home Book*," recently published by Lee & Shepard, of Boston, and for sale by the St. Louis Book and News Co. It is full of indoor games and amusements for both sexes and all ages, and instructions in a good many arts easily learned and practiced for the adornment of the home. We have got many a merry evening out of it.

And speaking of juvenile books, a very nice one indeed is "*A Boy's Travels Around the World*," published by Harper Brothers, and sold also by the St. Louis Book and News Co. It is the actual work of a boy of sixteen, describing his veritable travels. We have read many books by older authors not half so readable or well written.

There is no reason why boys and girls should not write clearly and even elegantly. The correct use of language is a matter of home rather than school culture. Lively repartee, and keen but friendly criticism are an amazing help to it, while the study of grammar is none at all.

The happy home, made so by the united efforts of old and young, will most likely be the cultivated home, and *vice versa*. Let us get overlooking on our homes as merely eating and lodging houses, and strive to surround them with whatever will promote refinement, domestic peace and purity, and make them the shrines about which tender memories will always linger.

**TITTERNANNIE'S LETTER.**

**T**ITTERNANNIE was bound to write her Aunt Bizzie a letter, just to show her how well she could write, if nothing else. So one evening she got a sheet of note paper and, after a good deal of labor, finished the letter. It was a very prim letter, indeed; for Titternannie went to a genteel school, and was taught to do things in a prim way, and particu-

larly in dating letters to be sure and put in her street and number. If she had not done this there would have been no story for me to write; so all my readers will be glad she did it, and had gone to a genteel school where such things were taught.

But when Titternannie had finished her letter and sealed it, and had it addressed by her big brother in his finest Spencerian, it was time for her to go to bed. And when she got up in the morning, and got her breakfast, and had hunted up stairs and down for her books, and hood, and cloak, and overshoes, it was school time. There was not a postage stamp in the whole house. Papa said he would take the letter down town and mail it. No; she wanted to drop it into the lamp-post letter-box herself, and was very impatient and naughty, till at last mamma told the big brother to go to the nearest grocery and buy five cents worth of stamps, and let Titternannie have her way.

Now, this same big brother knew the height of Mount Cotopaxi, and the population of Hong Kong, and the length of the river Danube, and just how many men Leonidas had at Thermopylae. I wouldn't dare to tell you what he knew, but this thing he didn't know—that it takes a three-cent stamp to carry a letter; and so when the grocer's boy gave him two two-cent stamps for his nickel, he thought it must be all right, and posted home with them.

Titternannie was no wiser. So a two-cent stamp was duly affixed to the letter, and the letter formally deposited in the lamp-post letter-box.

When papa came home, he laughed at both of the children, and grieved Titternannie exceedingly by telling her she had seen the last of her letter, and that Aunt Bizzie would never see it either.

Papa was mistaken.

Sure enough, after about six weeks had passed, the postman rang the bell one morning, and handed in a most formidable looking document, addressed to Titternannie, at No. 4799 Balm-of-Gilead street. On it were printed "Post-office Department," and "Dead Letter Office," and other things that made it seem quite dreadful to the children, who handled it very tenderly, as if it might possibly explode, and brought it to papa.

What was in it but Titternannie's poor little letter, which for want of a suitable stamp could not be sent to Aunt Bizzie, but had to be "registered" and "recorded," and sent further off to Washington, and there had to be "examined" and "re-registered," and "re-recorded," and "inspected," and "entered," and "referred," and "reported," and several more things, all of which were done by magnificent young men employed to do these things, each one of them having two large books for the purpose, and then put into the formidable envelope, sealed, and sent

back where it came from. And so it never got to Aunt Bizzie's after all, and the first she knows of it will be when she reads this history.

So you see, children, how good it is to go to a genteel school and learn how to date letters properly, and how much trouble and expense is incurred through a boy's learning all about Chimborazo, and Amsterdam, and Leonidas, and nothing about postage stamps.

And the splendid young men in Washington are sharpening their lead pencils yet, and wishing Titternannie would write another letter so they could have more work to do. But she has not done it, and I think when she does she will be careful and not make another job for the elegant young men. **HITTY MAGINN.**

**AN OFFER.**

**T**O create more interest among the boys and girls, and particularly those attending our Public Schools, we offer a handsomely bound book to the boy or girl under fourteen who will write us the best letter. Any topic may be chosen, but something relating to schools and studies would be preferable. No letter should contain more than one hundred and fifty words, or a quarter of this column.

For the best map of the United States, drawn by a boy or girl under sixteen, we will give a microscope. Maps to be eight by twelve inches in size. This is the size of Camp's mapping plates, which we would recommend, as the parallels and meridians are already printed upon them.

**WILLING AND FAITHFUL.**

**A** FEW years ago, a large drug firm in a provincial city advertised for a boy. Next day the place was thronged with applicants, among them a queer-looking little fellow, accompanied by a woman who proved to be his aunt, in lieu of faithless parents by whom he had been abandoned. Looking at the little waif the merchant promptly said:

"Can't take him—places all full; besides, he is too small."

"I know he is small," said the woman, "but he is willing and faithful."

There was a twinkle in the boy's eyes which made the merchant think again. A partner in the firm volunteered to remark that he "did not see what they wanted of such a boy; he wasn't big enough." But, after consultation, the boy was set to work.

A few days later, a call was made on the boys in the warehouse for some one to stay all night. The prompt response of the little fellow contrasted well with the reluctance of others. In the middle of the night, the merchant looked in to see if all was right in the warehouse, and presently discovered his youthful *protégé* busy cutting out labels.

"What are you doing?" said he. "I did not tell you to work during the night."

"I know you did not tell me so, but I thought I might as well be doing something."

In the morning the cashier got orders to "double that boy's wages, for he is *willing*."

Only a few weeks elapsed, before a show of wild beasts passed through the streets, and very naturally all the hands in the warehouse rushed to witness the spectacle. A thief saw his opportunity, and entered at the rear door, to seize something, but in a twinkling found himself firmly clutched by the diminutive clerk aforesaid, and, after a struggle was captured. Not only was a robbery prevented, but valuable articles taken from other shops were recovered. When asked by the merchant why he stayed behind to watch when all others quitted their work, the reply was,

"You told me never to leave the warehouse when others were absent, and I thought I'd stay."

Orders were immediately given once more, "Double that boy's wages; he is *willing and faithful*."

To-day the boy is getting a large salary.—*Ex.*

**Enigma.**

I am composed of 29 letters.  
My 1, 27, 5, 21, you should never waste.

My 26, 6, 10, 24, 2, 3, 15, you should try to please.

My 16, 13, 23, 11, is the name of a person or thing.

My 12, 28, 2, 29, is the name of one of your playmates.

My 9, 19, 4, 18, is an article of fuel.  
My 7, 25, 8, 16, should not cause you to stay away from school.

My 20, 19, 14, 11, 22, is pleasant to hear when you have lost anything.

My 17 is an article.  
My whole you will be interested in.

**Word Puzzle.**

My first is in many, but not in few,  
My second is in old, but not in new,  
My third is in known, but not in lost,  
My fourth is in bread, but not in toast,  
My fifth is in every family,  
My whole you will be interested in.

**Rebus.****Mathematical.**

A tree, one hundred feet in height, grew on a hill side which was on an angle of 30° with the horizon. A storm broke the tree in such shape that its top touched the ground forty feet from the base of the tree down the hill. Required, the height at which it broke.

We hope our young friends will interest themselves in sending us answers to the puzzles, enigmas, etc., in this number, and also try and help us to plenty of new and interesting ones for the next. Who will respond first?

## HOW TO TEACH THE LETTERS.

PROF. J. Russell Webb says, in his First Lessons on Language and Drawing:

"When I was a boy, I was literally put through the alphabet, beginning at *a* and coming out at *zed* (*z*). This was the universal practice at that time, so far as I know, and this was the *first step* the child had to take in "book learning." It was a hard and tedious task for the little ones to perform, taking often a whole year to accomplish it, and sometimes two of them; a task *then* thought necessary, but now known to be useless.

That time, fruitful, also, with many ingenious methods of punishment, practically applied when a failure to remember a letter was made, is as fresh in the mind of the writer now as then, though his head is silvering with age. From those tasks and punishments, inflicted upon himself, was born, in early life, a fixed resolution to reform those "first steps." The results of that resolution are known. I have accomplished my purpose, and now rest satisfied with the verdict of the millions who have learned to read by my method.

That system of government is best which governs least, because it develops self-respect and self-government most in the governed, whether old or young. So in teaching the letters, that system is best which teaches least. I never make any direct attempts to teach the letters, but so manage that the child unconsciously learns them by the time they are of any practical use to him.

In using the cards it is often necessary to make a word out of the letters, *i. e.*, to set up words as a printer does. In setting, one letter is placed in the rack, and then another, and another, till the word is made. The child at once, and *without the ability to help it*, learns that words are made up of parts, as a knife, a sled, a wagon, a tree, a flower, as *everything* is. When the teacher prints a word on the blackboard, the child notices the same thing. He also notices that some of the pieces are the same in different words, as in *ax, ox*; *boy, cow, dog*. In this way he learns the *forms* of the letters, which is the *material* part. In printing the words, the child will not do it well at first. He will shape his letters awkwardly; he will not *size* nor *line* them correctly. The teacher, in showing him how to do it, will have abundant opportunities for speaking the names of the letters, not for the *avowed* purpose of teaching them, but because he can not well avoid it; he will speak them as he would the names of persons about whom he talks. He will say, for instance—*John, you do not make cow right, you make the owe (o) larger than all the rest of the word, like this—cOw, but you must take pains and make the whole word like the printed word, thus, cow. Jane, you make the o below the line, thus—c\_o\_w. Make it on the line as the other letters are—this is the way—cow.* In some such incidental way the child will learn all the *names* of the letters without any effort, either on his or the teacher's part. He learns them just as he learns the names of *things* around him, unconsciously, just as a strange child learns the looks and names of the children of the school, and he will often do it, too, in one-half the time it would take to teach him the letters alone. When the letters are learned, the child has *all* the advantages they would have given had they been taught before he was allowed to read words of sense and interest to him, and he has *none* of the disadvantages.

It is not disgraceful to any one who is poor to confess his poverty; but the not exerting one's self to escape poverty is disgraceful.

## Book Notices.

THE TO-MORROW OF DEATH. By Louis Figuer. Boston: Roberts Brothers. For sale by St. Louis Book News Co.

Argued with the sublime impudence of a Frenchman. He makes nothing of leaping a chasm of unfathomable difficulties. His mind outdoes the electric spark in springing out to meet a welcome conclusion. If he has assumed a fact in one chapter, he is sure to consider it proved in the next. He is scientific when he chooses; but it is all one to him. The book is a tremendous sandwich of wise, witty, and weak dull discussion. The wise and witty matter is the borrowed facts of astronomy; the other part is Mr. Figuer's own.

The avowed object of the book is to solve the questions where the soul will go, and what it will be, after death. We are promised a thoroughly scientific discussion—an illumination from all that has recently been found out of the laws and works of nature. But there is nothing of the kind; there is scarcely an attempt at proof of any kind. The sensible reader can hardly escape a feeling of indignation that any author should presume so far on his credulity. The trick of the book is to fling in, almost at random, some handfuls of astronomy with no more real application to the point at issue than an essay on pisciculture stitched into an arithmetic. The book gets, however, an air of science—a sort of wise look from the pictures of the heavenly bodies. The contents read about like this: "Ideas of the universe," "Earthly life a slavery," "Sea Anemones," "The fate of infants," "Jupiter, Mars, and Venus," "Sleep and dreams," "Mechanical value of solar heat," "Spiritualism." Let us turn to the fate of infants, and see what is to become of the innocents: "We ought to add, that infants dying at tender age, sucklings, or only a few months after birth, when their souls are yet undeveloped, have a similar fate, *i. e.*, their souls pass into the bodies of other children, and begin a new life." Give way to science! Stand aside, simple theology! Here is accuracy of logic and of statement! He tells us, you observe, just the time when the soul begins to develop, *i. e.*, "a few months," *or so*, and the soul then being undeveloped, nevertheless *is* developed, for it takes possession of another body. Is it of some body lying around loose and unoccupied, or of some other body's body; or is the poor, undeveloped developed crowded down and squeezed into a body some months younger than itself, before anybody else is in it, even in the germ. How comforting, too, for a mother to know that her babe when it dies becomes somebody else's babe.

The gist of the volume is to declare (there is no attempt to prove) that good souls rise to inhabit the universal ether beyond our atmosphere. But only very pure souls

can get up, or overcome the law of gravity, until after two or three probations. So that most of us are born over again after death, and have several trials, until we succeed. He says: "After the death of this man, it will take up its residence in a new human body, losing the memory of its former existence. The man who is born again a child, recommences life with the same soul that was his at the moment of death. Hence reincarnations in a human body can be very numerous."

We have heard of pre-existence before, but this doctrine is a sort of multiplied post-existence. Not certainly a man has existed in two or more bodies, but he will hereafter; at least if his soul does not become promptly refined enough to overcome gravity and rise through the atmosphere into the heaven of the universal ether. This is substantially pre-existence, arrived at, crab-like, by walking backward. Well! who knows, now, when he marries, but that his wife may have been his grandmother in some previous existence. We hope the sexes don't get swapped.

One thing we can urge in favor of this book—its consistency. It is consistently absurd and puerile. What will the old grannies think of science now?

THE INFINITE AND THE FINITE. By Theophilus Parsons. Boston: Roberts Brothers. For sale by St. Louis Book and News Co.

*Ex cathedra!* That's the trouble every time. Now, if any one wishes to spend his time to hear what Mr. Parsons has to *declare*, let him do it. But we want to have a few things *proved*. He begins: "Whatever is, was created, except the Creator." You would suppose here was a thesis to be considered, and possibly proved. Not at all. It is simply followed by a dozen more boulders, that roll along with utter recklessness of all that stop to think. Suppose God to be so far imminent in matter that his very being imply also its being; and that although what you call creation undergo infinite fluxmutation—"making"—yet that nothing has a beginning but these phases, changes, developments.

But then there is very much in this book of interest, and that will repay its perusal. The discussion of the natural and spiritual faculties is suggestive, and with unequal merit valuable. There are sentences like the following, under the head of correspondence, that will astonish even materialists: "This love (of God) flows down below the world of spirit, into the world of matter. The primal and most general form which it takes then is Heat. Already science is rapidly advancing towards the conclusion that all the forces of nature are but forms and modification of one force, which in nature may be called Heat. It will reach this conclusion but will not stop there; for natural science will be led by spiritual science to know that heat is but the

form which divine Love puts on, when it comes down into nature and operates there."

His handling of Spiritualism is good. No one can deal with this question better than a Swedenborgian. He feels and talks always as if the spiritist were intruding on ground already occupied by himself. But the book as a whole is written from a standpoint. It is not a search for the truth so much as an effort to convince us that the author and his party have the truth. It is the error of all the sects. They voluntarily retire from the great open realm of God's truth, and staking off a certain tract, they swear that nothing lies outside of these limits but error. This is a Swedenborgian book, containing some capital things, but you cannot see much of the "Infinite and the Finite," from our observatory.

AROUND THE WORLD. By E. D. G. Prime. New York: Harper & Brother. For sale by St. Louis Book & News Co.

While science is elbowing much other reading matter aside, it certainly does not succeed in abrading the department of travel and adventure. Mankind, by means of steam, has come into a state of intensified circulation. The tide tends in no special direction, but rolls over Africa up to the North Sea, across Siberia down to Patagonia and the isles.

But in this book of Dr. Prime we learn that the health tide must set westward with the sun—that by a careful adjustment, one may go around the world, cross the tropical regions, where the general heat ranges up to  $115^{\circ}$ , and yet, from end to end of his journey, never see the thermometer mark above  $80^{\circ}$ , or down to frost.

Of course, a trip around the world in a year gives little opportunity for original research, or for branching off into untried paths. We rather get from this volume a bright, interesting summary of what was known before, but not known to satiety. We read again of the Mormons—who, of course, are handled without gloves. Well what should we do without some such unique odd developments of human life. One tires of sameness. Mormons and Colorado canyons, five hundred feet deep, go well together. We have no desire to see Mormonism done for till the last herd of buffaloes has vanished, and the last Apache been buried, and all is leveled down together to the tameness of civilization.

The Yosemite has, of course, its space in the narrative, and the big trees. Japan, the island empire—old to Asia but young to the world—interests us, as Dr. Prime sees it, as it does in far tamer descriptions. It is the present wonder of the world—a nation born in a day. Of Judea, Egypt and Europe we get nothing particularly novel or striking, but we do get a succinct, entertaining narrative.

Books of travel are of two classes. The first includes those of Baker,

Livingston, Atkinson, Agassiz, Wallace, Dall, Orton, etc., who have discovery, information or science, as their first object. The second class includes such books as this of Dr. Prime, whose object is health and entertainment, and to whom the interests of science are at least secondary. It is a good family book, and a good book for school libraries.

The touch of domesticity in the dedication, preface, and elsewhere, will not add to its general value. The reading public is not supposed to be interested in the age of Dr. Prime's mother, or in the health of his wife, or in the intention of the author to meet his brother, or in many of the unimportant movements and ordinary affairs of his daily life. It would be well if every one who intends to travel would first take a course of Ireland's "From Wall street to Cashmere." After that they would be easily able to get dressed in the morning at Cabul or Cairo, without catching fleas in the face of all the world. We have no time to bother with everybody's or anybody's band-boxes, trunks, passports, breakfasts, private friends, etc. But we do not mean that Dr. Prime has erred very seriously in this respect. "Around the World" is readable and agreeable.

**SWINTON'S GRADED WORD BOOK.** By Wm. Swinton, A.M. New York: Ivison, Blakeman, Taylor & Co. For sale by St. Louis Book & News Co.

This book is an effort to substitute another branch of study of the English language in place of the ordinary grammar, whose utter barrenness and uselessness so many teachers deplore. It is a practical text book in word analysis adapted to the capacity of students to whom grammatical studies are incomprehensible. There is a world of history and poetry wrapped up in English Etymo'gy, to which this book is a capital introduction.

**THE YOUTH'S SPEAKER.** By George R. Cathcart, A.M. New York: Ivison, Blakeman, Taylor & Co. St. Louis Book & News Co.

There have been many books of selections for speaking before this, of varied excellence. This aims particularly at adaptation to the understanding of the younger pupils, and is remarkable for the freshness of the matter it contains. The outward appearance of the work is as tasteful as the contents.

Ginn Brothers of Boston have published Hudson's Family Shakespeare, plays selected and prepared with notes and introductions for use in families and schools; and Hudson's Life, Art, and Characters of Shakespeare, including a historical sketch of the origin and growth of the drama in England and critical discourses on the plays. Mr. Hudson is one of the first Shakspearian scholars, and his rendering of the text of Shakespeare has been accepted to a very considerable extent. Our teachers will find these most admirable works.

### Educational Intelligence.

#### ALABAMA.

The State Board of Education have established a Normal School in connection with the State University. The annual expenses of a student for a nine months' session is estimated at \$280, and Hon. Joseph Hodgson, State Superintendent, makes the practical suggestion that County Superintendents should reserve a summer public school at the county seat, which could be taught by the University Normal student at \$60 a month, thus helping him to raise \$180 of the sum.

In every State the University must become more closely linked with the public school system. Their interests are mutual, and Alabama, by the step she has taken, has done much for the prosperity of both.

#### KANSAS.

The school law of Kansas gives to the inhabitants, male and female, qualified to vote at a school meeting, lawfully assembled, power—

1st. To appoint a chairman to preside over said meeting in the absence of the director.

2d. To adjourn from time to time.

3d. To choose a director, clerk and treasurer, who shall possess the qualifications of voters.

4th. To designate, by vote, a site for the district school house.

5th. To vote a tax annually, not exceeding one per cent. on the taxable property in the district, as the meeting shall deem sufficient, to purchase or lease a site; provided, when not included within the limits of a town or village, said site shall not contain less than one acre; and to build, hire or purchase such school house, and to keep in repair and furnish the same with the necessary fuel and appendages.

6th. To authorize and direct the sale of any school house site, or other property belonging to the district, when the same shall no longer be needful for the use of the district.

7th. To vote such a tax as may be necessary to furnish the school house with blackboards, outline maps, and apparatus necessary for illustrating the principles of science, or to discharge any debts or liabilities of the district, lawfully incurred; provided, that said tax shall not exceed one-fourth of one per cent. per annum.

The district board shall purchase or lease such a site for a school house as shall have been designated by the voters at a district meeting, in the incorporated name thereof, and shall build, hire or prepare such school house as the voters of the district, in a district meeting, shall have agreed upon, out of the funds provided for that purpose, and make sale of any school house site or other property of the district, and if necessary, execute a conveyance of the same, in the name of their office, when lawfully directed by the voters of such district, at any regular or special meeting, and shall carry into effect all lawful orders of the district.

The law also provides that school district treasurers shall present to the district, at each annual meeting, and

to the district clerk, on or before the 15th of August of each year, a report in writing, containing a statement of all moneys received by him from the county treasurer during the year; also all moneys collected by him during the year from assessments in the district, and the disbursements made, and exhibit the vouchers therefor, which report shall be recorded by the clerk; and if it shall appear that any balance of money is in his hands at the time of making such report to the district, he shall immediately pay over such balance to his successor in office.

#### KENTUCKY.

The State Superintendent of Kentucky, Hon. H. A. M. Henderson, is organizing for vigorous work in this State. He has issued a circular for a series of institutes to be held in each of the Congressional Districts of the State, during the ensuing summer, at the following places and times:

First Congressional District—Mayfield, June 3rd to 7th.

Second Congressional District—Henderson, June 10th to 14th.

Second Congressional District—Hopkinsville, June 17th to 21st.

Third Congressional District—Glasgow, June 24th to 28th.

Fourth Congressional District—Elizabethtown, July 1st to 5th.

Eighth Congressional District—Stanford, July 8th to 12th.

Eighth Congressional District—Manchester, July 15th to 19th.

Seventh Congressional District—Carlisle, July 22d to 26th.

Ninth Congressional District—Mayville, July 29th to August 2d.

Sixth Congressional District—Cynthiana, August 5th to 9th.

Fifth Congressional District—Eminence, August 19 to 23d.

Fifth Congressional District—Louisville, August 26th to 30th.

The Kentucky State Teachers' Association will be held in Frankfort August 12th to 16th.

#### NEBRASKA.

In spite of the recent political complications in this State, Nebraska educational interests are advancing. Prof. J. M. McKenzie, the State Superintendent, is a very practical and efficient officer, thoroughly posted in his duties and most untiring in performing them. He seems to have ability to magnetize and inspire the teachers with whom he comes in contact. He is deservedly popular with all classes.

The State Normal School at Peru is enjoying unwonted prosperity, having an unusual number of students, and is obviously winning to itself a wider and higher appreciation in the State.

The Nebraska City *News* mentions the presence of Dr. Williams, the new Principal, at an institute at that place, and says that "he made hosts of friends" there. The Nebraska *Advertiser* says he "has fully established himself in the esteem of his associates and assistants, and in the confidence and regard of all those of our people who have come in contact with him. He stands the peer of the best as an

educator." The Omaha *Herald* says: "Dr. Williams is proving a valuable acquisition to this young State, and shows, by his works at the State Normal School, that he is 'the right man in the right place.'"

A new and much better building for the Normal School is in process of erection, to be completed during the present year, which will considerably increase the facilities of the institution. The School has this term 105 students in the Normal department, and 31 in the Model School.

#### TENNESSEE.

The Nashville *Banner* says: "That Tennessee ranks, according to the late census, second in the grade of illiteracy of all the States of the Union, is awakening the people and the press of the State to the importance of improving our educational advantages." The Nashville *Enterprise* very pertinently suggests "that man is but poorly entitled to the name of citizen, that, as long as his own or neighbors' children are without schools, refuses to move vigorously in supplying them. It is reported that Dr. Sears, the trustee of the Peabody fund, has hired an agent to rouse our people up to this work. Let us put this shame from our memories by anticipating him, with an unanimous and earnest effort, to secure a school for every district."

#### SPECIAL NOTICES.

**"NEW DEPARTURE" — THREE DAILY EXPRESS TRAINS TO KANSAS CITY, AND PALACE CARS TO OMAHA, ETC., WITHOUT CHANGE.**—The traveling public will be glad to know that, on and after Sunday, March 10th, 1872, the enterprising and popular Missouri Pacific Railroad will run three daily trains and through lines of cars to Kansas City and the West, as follows:

Leaving St. Louis at 8.25 A. M. (daily, except Sundays) a Pullman Palace Sleeper and elegant passenger coach run to Kansas City, St. Joseph and Omaha, without change.

Leaving St. Louis at 5.30 P. M., (daily) Pullman's Palace Sleepers and Passenger Coaches run to Kansas City, Leavenworth and Atchison, without change, and a Day Coach runs to St. Joseph and Omaha, without change.

Leaving St. Louis at 11.15 P. M., (daily, except Saturdays,) a Pullman Palace Sleeper and Passenger Coach run to Sedalia, Fort Scott and Parsons, without change, and Day Coaches run to Kansas City, without change.

The reputation of the Missouri Pacific Railroad for prompt time is proverbial, and travelers will please bear in mind that it is the only line which runs Pullman's Palace Sleepers and Passenger Coaches equipped with Miller's Safety Platform and the Patent Steam Brake, from St. Louis to Kansas City, Fort Scott, Parsons, Leavenworth, Atchison, St. Joseph, Council Bluffs and Omaha, without change.

**THROUGH TRAVEL TO SAN FRANCISCO.**—Hon. Joseph Brown, President of the Pacific railroad, returned yesterday from Omaha, where he met officers of the Union Pacific and the Council Bluffs railroads, and perfected arrangements by which Pullman palace cars will be run from San Francisco to St. Louis, without change, commencing March 10, at which date the bridge over the Missouri at Omaha will have been completed. The time from St. Louis to Omaha, via the Missouri Pacific and Council Bluffs roads, will be 21 hours. The officers of the Union Pacific were anxious to enter into the agreement.

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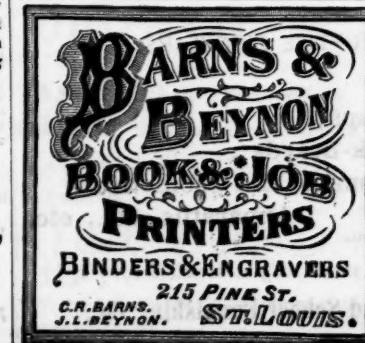
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